

# The Behaviour Kit: Section Three



## INDIVIDUAL SUPPORT

- Fostering Emotional Health and Wellbeing (Maslow)
- Curriculum Adjustments
- Student Profiling
- Observations and Functional Assessment
- Behaviour Management Plan samples
- Sample Incentives Charts (Primary)
- Behaviour Continuum
- Stress Cycle
- Risk Management Assessment and Planning
- De-escalation Plan samples
- School Behaviour Rating Scale (SBRs)
- Strategies and Fact Sheets

## Fostering emotional health and well-being in the school setting (adapted from Maslow's hierarchy of needs)

hierarchy of needs)

Range of needs	Desirable experiences:	In and around school this might include:	Current situation Not in evidence Very evident
Physiological or survival needs	<ul style="list-style-type: none"> <li>warmth</li> <li>food</li> <li>shelter</li> <li>seeing, hearing and taking part in what's going on</li> <li>safe physical exploration</li> <li>getting to know your own body and its strengths and limits</li> </ul>	<ul style="list-style-type: none"> <li>comfortable classrooms with well-positioned equipment</li> <li>healthy meals and snacks; access to drinking water when needed</li> <li>existence of a breakfast club</li> <li>indoor and outdoor play areas</li> <li>sensory trails</li> <li>sporting and challenge activities</li> <li>ponds and natural or wild areas</li> </ul>	1                     10
Safety needs	<ul style="list-style-type: none"> <li>having boundaries</li> <li>having basic needs met</li> <li>knowing you are in safe hands</li> </ul>	<ul style="list-style-type: none"> <li>secure, risk-assessed sites</li> <li>consistent, caring supervision</li> <li>simple, clearly explained rules</li> <li>clear policies and procedures for tackling bullying</li> </ul>	1                     10
Love, affection and belonging	<ul style="list-style-type: none"> <li>feeling cared for</li> <li>having others look out for you when you can't do it for yourself</li> <li>having responsibilities and opportunities to effect change</li> <li>recognising feeling states in yourself and others</li> <li>talking, listening, exploring and reflecting on experiences</li> </ul>	<ul style="list-style-type: none"> <li>positive relationships and interactions with staff and peers</li> <li>evidence that diversity and difference is valued and celebrated</li> <li>places, times and people you can go to for help and support</li> <li>pupils' involvement in setting rules and expectations</li> <li>work displayed on the wall</li> <li>opportunities for group work</li> <li>peer-support programmes</li> </ul>	1                     10
Self-esteem	<ul style="list-style-type: none"> <li>being valued, accepted and celebrated</li> <li>being noticed and listened to</li> <li>influencing outcomes</li> <li>being supported to take responsibility for outcomes with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li>use of praise</li> <li>use of appropriate language to correct behaviour</li> <li>rewards and recognition systems</li> <li>opportunities to have special responsibilities</li> </ul>	1                     10
Self-actualisation	<ul style="list-style-type: none"> <li>exploring ideas and learning new things</li> <li>being creative</li> <li>developing talents and stretching yourself</li> <li>having an internal structure of values and principles</li> <li>recognising and using signs, symbols, image and metaphor</li> <li>being reflective</li> <li>developing shared meanings and a shared narrative (ways of talking about what happens)</li> </ul>	<ul style="list-style-type: none"> <li>lessons that provide stimulation, challenge and opportunities to use diverse talents</li> <li>values and rights education</li> <li>taught skill-based courses, including thinking and problem-solving skills</li> <li>time for reflection</li> <li>use of storytelling, language, literature and metaphor in the curriculum</li> <li>drama, art, music and movement that communicate feelings, meanings, experiences</li> <li>positive modelling by all school staff</li> </ul>	1                     10

# **PACKAGE OF ADJUSTMENTS**

## **General and Disability Specific to assist teachers in planning**

1. *Generic adjustments*
2. *Adjustments for students with an intellectual impairment*
3. *Adjustments for students with autistic spectrum disorder*
4. *Adjustments for students with hearing impairment*
5. *Adjustments for students with a physical impairment*
6. *Adjustments for students with speech-language impairment*
7. *Adjustments for students with vision impairment*

## GENERIC ADJUSTMENTS

If a student requires assistance with...	Some ideas to consider -
Language (SLI, ESL, auditory processing, non-verbal learning disability, etc.)	<ul style="list-style-type: none"> <li>• Adjust pace</li> <li>• Vocabulary support</li> <li>• Use of first language</li> <li>• Visual cues/key visuals</li> <li>• Representation options – symbols, signs</li> <li>• Cooperative learning groups</li> <li>• Transition cues – topic changes</li> </ul>
Physical needs	<ul style="list-style-type: none"> <li>• Examine aspects of the environment – lighting, seating, glare, sound, lay out, sensory overload</li> <li>• Specialised equipment – pencil grip, adaptive seating</li> <li>• Assistive technology</li> <li>• Planned breaks away from task</li> </ul>
Behaviour challenges	<ul style="list-style-type: none"> <li>• Amount of choice – too much / too little</li> <li>• Provide additional and repeated transition cues</li> <li>• Opportunity to engage in preferred activities – utilise what motivates</li> <li>• Planned breaks away from task</li> <li>• Environment to allow movement</li> <li>• Shared expectations (i.e. contracts)</li> <li>• Cooperative learning groups</li> </ul>
Organisation	<ul style="list-style-type: none"> <li>• Written instructions</li> <li>• Task schedule &amp; daily calendar</li> <li>• Key cues – pictorial /colour-coding or tactile</li> <li>• Monitored planners</li> <li>• Peer assistance</li> <li>• Task chunking</li> </ul>
Written output	<ul style="list-style-type: none"> <li>• Technological support</li> <li>• Using scribes</li> <li>• Quantity expectations</li> <li>• Representation options</li> <li>• Time allocation</li> <li>• Cooperative learning groups</li> </ul>
Cognitive needs	<ul style="list-style-type: none"> <li>• Complexity</li> <li>• Teach for generalisation</li> <li>• Pacing</li> <li>• Quantity expectations</li> <li>• Material</li> <li>• Representation options</li> <li>• Peer support</li> </ul>
Giftedness	<ul style="list-style-type: none"> <li>• Complexity</li> <li>• Level of critical thinking</li> <li>• Expected outcomes</li> <li>• Representation options</li> <li>• Materials</li> <li>• groupings</li> </ul>

## ADJUSTMENTS FOR STUDENTS WITH AN INTELLECTUAL IMPAIRMENT

It will be helpful to view the ***Catering for Diversity – Intellectual Impairment*** PowerPoint which contains information regarding characteristics of students with intellectual impairment.

### Adjustments in planning

- Investigate different levels within the KLAs, in particular Foundation level outcomes.
- Plan as part of a team. Adjustments should be considered in the process of planning not as an add-on afterwards.  
Consider the IEP (individual education plan), as a way of prioritising the adjustments needed for the student to access the curriculum in the context of your classroom. For example, a communication goal could be for the student to ask for help from peers as well as the teacher.

### Adjustments in teaching

- Provide an outline of what will be taught – highlight key concepts and opportunities to practice.
- Increase the opportunities to practice new skills and concepts – teach a younger child, demonstrate to adults, practise on the computer with a peer.
- Use teamwork and vary roles within the group -recorder, designer, encourager, researcher, explainer and speaker.
- Use small group instruction and cooperative learning strategies
- Teach the use of organisers such as colour coding, pictorial labels, visual timetables/ sequences, now/later charts.
- Reduce the amount and complexity of materials and text.
- Break tasks into small achievable steps.
- Use human resources – peer tutoring, teacher aides, teachers and therapy services.
- Direct teach routines and expectations of behaviour.
- Celebrate successes.
- Modelling and concrete examples.

### Adjustments in assessment

- Use technology to record student's work; e.g., digital photography, tape and video
- Collect annotated work samples over time.
- Team assessment.
- Have expectations of quality rather than quantity
- Examine amount, timing and style of assessment
- Use one-to-one conferences
- Allow picture sequencing and drawing demonstrations instead of text.
- Verbal presentation of concepts and skills.
- Assessments using concrete and real life examples and environments.
- Comparisons with personal progress, rather than the year level, where appropriate
- Peer assessment
- NB: remember to assess the important content and provide multiple opportunities for students to demonstrate what they know and what they can do with what they know.

### Adjustments in reporting

- Adjust formats while keeping within requirements of Department and school
- Involve student in self-reporting and provide resources to support this
- Use Digital portfolios
- Enable alternative formats – video, DVD, tapes etc to be shared as evidence
- Important to cater for diversity when developing all reporting formats not as an add on after formats have been developed

### Adjustments in **environment**

- Provide space to enable work with concrete materials.
- Reduce noise, clutter and activity in areas when necessary.
- Personalise learning spaces with pictorial sequences, rule reminders and labels.
- Provide space for student to work with peer or adult
- Provide chill out zone
- Make transition areas clear and provide organisational markers e.g. bag area, book area

### Adjustments in **resources**

- Provide a range of sources of information e.g. readers, magazines, posters, tapes, video
- Obtain appropriate and relevant materials from other year levels.
- Use computers to provide additional practice of concepts and skills.
- Use assistive technology and communication supports to create and access information.
- Use peers, volunteers, buddies, co-teaching strategies and specialists.

### To summarise:

- Students must meet the 3 diagnostic criteria of Intellectual Quotient (IQ) assessed as being below 70, with limitations in adaptive functioning and with onset prior to 18 years
- Adaptive functioning refers to how well the student manages everyday tasks and meets the standards of independence expected of someone their age in similar cultural and geographical contexts.
- An assessment of adaptive skills will provide information on areas of strength and difficulty. This is important information when determining appropriate adjustments.
- Students may learn differently in the following areas: Attention, thought processing, perception, memory and generalisation.
- All students, but in particular those with intellectual impairment will benefit from good teaching and learning strategies including:
  - Ensure work is interesting and appropriate to the student's age and ability
  - Adjust learning outcomes
  - Break task into smaller sub-tasks
  - Give short clear instructions
  - Allow 'wait time' for the student to process information
  - Provide appropriate prompts
  - Provide more frequent and specific feedback & repetition
  - Give more structure and assistance - peer tutoring & buddy support
  - Use a range of supports
  - Provide more opportunities for both guided and independent practice, modelling
  - Develop consistent classroom procedures
  - Establish rules
  - Develop and maintain structured routines and timetables
  - Give time limit warnings
  - Develop smooth transitions that take into account different learner needs
- Students with intellectual impairment vary in their needs and characteristics as much as any student group. It is important not to assume a 'one size fits all' approach to this cohort of learners.

## ADJUSTMENTS FOR STUDENTS WITH AUTISTIC SPECTRUM DISORDER

### Conceptual Framework – nine types of adjustments

1. **Size:** Adjust the number of items the learner is to learn or complete. Break the tasks into small achievable steps.
2. **Time:** Adjust the time you allow for learning, tasks completion or testing, (e.g. individualise a timeline for project completion: pace learning differently for some learners).
3. **Input:** Adjust the way you deliver the information to the learner, ( e.g. use visual aids; plan more concrete examples; alter grouping strategies). Provide students with a visual outline of expectations.  
Incorporate student specific interest, (e.g. forms of transport in a literacy unit).
4. **Output:** Adjust how the learner can respond to you (e.g instead of answering questions in writing, allow a verbal response; use a communication picture book; demonstrate knowledge with hands-on materials, computer slide-shows).
5. **Difficulty:** Adjust the skill level, problem type, or the rules of how the learner may approach the work ( e.g. use of a calculator to figure math problems; simplify the task directions; change the rules to accommodate learner needs).
6. **Degree of participation:** Adjust the extent to which a learner is actively involved in the task (e.g. to meet the mobility goal of increased head control, in geography have student hold the globe while others point out locations. Plan for breaks during the day to reduce stress
7. **Level of Support:** Increase the amount of personal assistance with a specific learner, (e.g. use teachers aides; assign buddies, peer tutors, or cross-age tutors).
8. **Alternate goals:** Adjust the goals or outcome expectations while using the same materials, same activities and same learning space (e.g. in geography expect a student to be able to locate the states, while others learn to locate states and capitals as well).
9. **Substitute Curriculum:** Provide different curriculum or instruction to meet a student's individual goals, ( e.g. while some students are taking a spelling test one student can be working on keyboard skills on the computer).

### Additional information

- provide warnings of changes in routine e.g a familiar staff member will be away
- teach directly routines and structures of the school and classroom.
- plan access to rewarding activities during the day, compile an interest inventory
- teach the use of organisers, such as colour coding, visual timetables and sequences.
- always check for understanding of instruction

## **ADJUSTMENTS FOR STUDENTS WITH HEARING IMPAIRMENT**

A student with a hearing impairment will learn key concepts from the curriculum, and develop the skills to apply these. As with any student, some students with a hearing impairment may exceed year level expectations in subject areas of interest, but then have fewer skills in other areas. A hearing loss will impact on each individual differently at different stages. A hearing loss may impact on the student's ability to:

- produce speech sounds
- hear and understand language
- produce oral language
- acquire and use background knowledge across a range of topics
- access information presented in the classroom
- understand new concepts - particularly language based concepts
- Interact with other students - being more comfortable in a small group or one to one situation.

### **Adjustments in Planning**

- Plan to optimise opportunities for deaf/hearing impaired students to:
  - access all aspects of the curriculum
  - participate fully in all aspects of the curriculum
  - demonstrate their knowledge and skills
  - gain positive outcomes.
- Plan with other team members (speech language pathologist, advisory visiting teachers, special education staff, year level teams, subject area teams) to incorporate priorities for the deaf/hearing impaired student.
- Consider:
  - interactions between students and other members of the school community
  - the structure and organisation of the school (e.g. timetable, behaviour management policy)
  - the selection and use of curriculum materials (e.g. worksheets, videotapes, sport equipment)
  - the classroom setting (e.g. open-area, single classroom)
  - settings inside and outside the classroom (e.g. lunch, physical education activities, work experience)
  - extra-curricula activities (e.g. religious education, sports days, school band)
  - specific needs in KLAs/subjects.
- Use the IEP (Individual Education Plan) to prioritize the adjustments needed for the student to access the curriculum.
- Allow time for language and listening skills to develop in the classroom context.
- Use routines and structures to support students to predict what will come next in the program.

### **Adjustments in Teaching**

- Pre-teach specific language and concepts required to ensure the student has the required prior knowledge for the activity.
- Gain the student's attention before you give instructions.
- Ensure that you are clearly visible to the student at all times
- Keep your hands and other objects away from your face while speaking
- Use normal clear speech. Do not exaggerate your speech.
- Avoid speaking while facing the blackboard
- Avoid moving around the classroom while speaking
- Communicate clearly. Repeat and rephrase when necessary. Emphasise key words.
- Use a focusing phrase e.g. "listen to this question"
- Check for understanding by asking the student to tell you what they need to do or repeat what they heard.
- Use buddies to help relay and rephrase information



- Give students time to look at visual aids before talking to the aid so that the student with a hearing impairment has time to shift their attention from the visual to the auditory.
- Use visual aids such as word webs and semantic maps and concrete examples to illustrate the links between information.
- Provide an outline of what is to be learnt, focus on key concepts and opportunities to practise and demonstrate competence in a number of ways.
- Increase opportunities to practise new skills and concepts - teaching a younger child; demonstrating to other adults in the school; practicing on the computer with a peer.
- Utilise available human resources - peer tutoring, teacher aides, special educators, therapy services, interpreters, notetakers
- Encourage class members to use sign language with the student if needed
- Teach routines, expectations of behaviour and consequences explicitly.
- Display routines visually using timetables or calendars of upcoming events.
- Explain sudden changes of routine so students know what is going on around them

### Adjustments in **Assessment**

- Identify barriers in assessment that may prevent the deaf/hearing impaired student from demonstrating their knowledge and skills or competence.
- Consider the provision of special arrangements and/or exemptions, such as:
  - changing the nature of the task (e.g. requiring the student to demonstrate skills rather than write an explanation of them)
  - altering the procedures of a task (e.g. allowing the student to listen to a live presenter instead of listening to an audiotape, allowing the student to sign an oral presentation)
  - providing specialised equipment (e.g. allowing the student to use a TTY, captioned videotape, FM system)
  - varying the conditions for a task (e.g. providing the student with extra time or alternative seating arrangements)
  - revising the language used within a task, if appropriate (e.g. rewording a worksheet or assessment task so a student can understand it clearly)
  - Revising the language expected in student responses (e.g. focusing on the content students give in response rather than vocabulary and grammatical structures used).
- Consider the practical arrangements relating to the assessment, such as:
  - Venue (e.g. Do the acoustics and visual conditions provide optimal opportunities for the student? Does the student need a separate venue?)
  - Seating arrangements (e.g. does the student need to sit close to the front to see and hear the presenter clearly?)
  - Delivery of instructions or task (e.g. Does the student require spoken directions to be signed? Does the student need a live presenter or written script to access an audiotape?)
  - Use of extra time (e.g. how much extra time does the student require to overcome language barriers?)

### Adjustments in **Reporting**

- Adjust forms while keeping within the requirements of the Department and the school
- Involve the student in self reporting to parent through showing work samples
- Use digital portfolios
- Enable alternative formats – video, DVD, tapes etc to be shared as evidence.

### Adjustments in **Environment**

- Be aware of the effect of environmental noise on a deaf/hearing impaired student.
- Minimise environmental noise by using curtains or pictures on windows, book bags on chairs, carpets, felt or rubber tips on the legs of chairs, hanging mobiles of students work.

- Install a Soundfield Amplification System (SAS) to cut down background noise in the classroom.
- Avoid glare or light behind you - don't stand in front of windows to speak to the student.

#### Adjustments in **Resources**

- Use captioned videos/DVDs
- Use assistive technology such as an FM system, Soundfield Amplification Systems as required.
- Use pictorial programs such as Clicker or sign-based web-sites to create a range of resources from instructions to readers
- Utilise peers, volunteers, teaching teams and specialists
- Borrow resources, materials from the Advisory Visiting Teacher or a nearby Special Education facility.

## **ADJUSTMENTS FOR STUDENTS WITH A PHYSICAL IMPAIRMENT**

### **Adjustments in planning**

Plan for:

- Additional time for the student to move about the school or classroom.
- To have the vocabulary programmed on alternative augmentative communication device before the learning experience occurs.
- Team work with all involved in the student's school life.
- The physical needs of the student
- Word-processing technology or alternative ways for the student to complete written tasks, e.g. orally where the student has fine motor difficulties.
- Excursions and other learning events, for example, wheel-chair-friendly transport, and safe places for personal care to occur.

### **Adjustments in teaching**

- Consider teamwork for task completion.
- Teach the use of organisers such as colour coding, pictorial labels, visual timetables and sequences, now/later charts.
- Use available human resources - peer tutoring, teacher aides, special educators, and therapy services.
- Teach other class members to use communication devices.
- Create an environment where diversity is celebrated and the use of specialised equipment is accepted.
- Plan for individual personal care needs as necessary

### **Adjustments in assessment**

For some students, adjustments in assessment could include:

- using technology to record student's work; for example, digital photography
- collecting annotated work samples over time
- team assessment
- one-to-one conferences
- additional time
- use of a scribe
- comparisons with personal progress, rather than the year level, where appropriate
- Alternative ways of demonstrating competency, for example through oral responses instead of written, multiple-choice instead of extended-answer tests.

### **Adjustments in reporting**

You could:

- involve the student in self-reporting to parent through showing work samples
- use digital portfolios

### **Adjustments in environment**

- A scan of the entire school campus may be required.
- Respectfully manage the student's physical needs
- Provide space for specialised equipment as required.
- Problem-solve access to playground with focus on opportunities for social engagement and physical activity

### **Adjustments in resources**

- A student with a physical impairment may have resources specifically recommended for them by medical practitioners, therapists, or AVTs. It will be necessary to ensure that the student and any support personnel have safe and adequate access to these, including appropriate training.
- Train staff in the use of specialised equipment to meet student needs.
- Use pictorial programs such as Board maker, Writing with Symbols, or Clicker to create a range of resources from instructions to readers.
- Utilise peers, volunteers, teaching teams and specialists.
- Access community resources in the area if appropriate

## **ADJUSTMENTS FOR STUDENTS WITH SPEECH-LANGUAGE IMPAIRMENT**

Students with speech-language impairment will have difficulty in one or more of the following:

- understanding and expressing information
  - relating to others, including teachers and peers
  - expressing needs, abilities and interests
  - acquiring adequate literacy and numeracy skills
  - participating in group activities,
  - developing a positive self-concept
  - learning appropriate behaviour and social skills
  - problem solving
  - Acquiring and demonstrating knowledge in key learning areas.
- This diagnosis will impact on each student differently at different stages.*

### **Adjustments in planning**

- Plan with others - speech language pathologists, AVTs, special education staff, year level teams, subject area teams, to incorporate the priorities for the student.
- Consider the IEP as a way of prioritising adjustments needed to access the curriculum, e.g. communication goal - student to ask for help from peers as well as the teacher.
- Make instruction & activities multimodal - use as much visual and kinaesthetic as possible.
- Directly teach routines and structures of the school and classroom.
- Plan access to rewarding activities during the day - complete an interest

### **Adjustments in teaching**

- Use teamwork for task completion, with a range of responsibilities within the student team, such as recorder, designer, store person, encourager, researcher, explainer and speaker.
- Provide an outline of what is to be learnt - focus on key concepts
- Teach use of organisers such as colour coding, pictorial labels, visual timetables and sequences, now/later charts.
- Reduce the amount and complexity of materials where appropriate - Break into small, achievable steps.
- Increase the opportunities to practise new skills and concepts - teaching younger child, demonstrating to other adults, practising on the computer with a peer.
- Use available human resources – adults & peers
- Teach other class members to use communication devices if needed, with the student.
- Use class meetings to problem-solve, and to explore concepts such as 'fairness'.
- Provide additional modelling and concrete examples.
- Do not assume understanding of spoken instructions
- Teach the use of diaries and checklists to support sequencing and completing tasks.
- Teach language skills (grammar, vocabulary, social language) related to current genre/work.
- Cue the student to listen and attend and use clear communication.
- Orient student to topic before commencing instruction.
- Prepare for transition and change. Use explicit topic change signals.
- Use mnemonic devices.
- Teach the vocabulary of instruction, such as draw, underline, circle, analyse, brainstorm, classify, compare.
- Send home materials to preview.
- Adapt school-wide dissemination of material.
- Plan and rehearse presentations.
- Use creative sabotage to encourage language (something missing/funny/different/wrong).

- Explicitly reflect on communication success/failure.
- Use marginal gloss (notes, arrows, brackets written in margin of text).
- Use vocabulary guides: key words broken into syllables, definitions.
- Use peer tutoring.

### **Adjustments in assessment**

- using technology to record student's work; for example, digital photography
- collecting annotated work samples over time
- team assessment
- expectations of quality at an appropriate level, rather than quantity
- one-to-one conferences
- allowing additional breaks and extra time, if required
- student point/identify rather than formulate answers
- using pictures to support text: diagrams, flow charts, and timelines
- using alternative communication system to demonstrate student learning
- comparisons with personal progress, rather than the year level, where appropriate
- using a scribe, reader and language 'adaptor' as required
- ensuring that assessment tasks are in clear, simple language
- using visual supports and headings to support comprehension of assignment tasks
- using clear examples of assessment materials, and allowing students to look at these whilst they are completing assessment tasks
- Clearly identifying assessment goals before beginning a unit of work, and allowing students some capacity to negotiate some aspects of criterion-based assessments (see rubrics).

### **Adjustments in reporting**

- Involve the student in self-reporting to parent through showing work samples
- Use digital portfolios
- Use a 'can do' report card.

### **Adjustments in environment**

- Reduce distractions: auditory, physical, movement.
- Provide space to enable flexible learning areas - focus activity, quiet & listening areas
- Consider incorporating a visible outside or wet area learning space.
- Personalise learning spaces with pictorial sequences or reminders.
- Provide pictorial rule reminder charts, and book and storage labels.
- Provide space for students to work quietly with an adult volunteer or aide.
- Seat the student to enable work with a peer to cue them to task & clarify instructions.
- Enhance listening environment: close to teacher, reduction in noise, sound field amplification.
- Decorate classroom to illustrate and support current unit vocabulary.
- Organise personal time: use clear daily timetable, diary calendar.
- Create a positive communicating and learning environment.
- Establish a positive teacher/student rapport.
- Understand the student's difficulties, interests and needs.
- Encourage an attitude of participation and acceptance.
- Vary group arrangements: large, small, pairs, individual.
- Use in-class or withdrawal support
- Vary length of sessions.
- Promote engagement via reinforcement, motivation, contracts, choices & progress charts.
- Look for language-based triggers to frustration/anger/inappropriate behaviours.
- Model problem-solving in social context.

### **Adjustments in resources**

## **ADJUSTMENTS FOR STUDENTS WITH VISION IMPAIRMENT**

### **Adjustments in Planning**

- plan with others - Support Teacher: Vision Impairment, Advisory Visiting Teachers: Vision Impairment, Orientation & Mobility (O&M) teachers and instructors, Parents/Carers, Guidance Officers, Therapists, year level teams and subject area teams to incorporate the priorities for the student
- consider the Individual Education Plan (IEP), as a way of prioritising the adjustments needed for the student to access the curriculum
- plan ahead to check if resources are available in alternative formats (e.g. Braille, tactile maps, models, large print, audio or e-text) if required
- choose/vary topics to match available resources
- plan for additional time, if required, for the student to complete assigned tasks (including examinations, tests, mobility).
- plan to provide experiences for concept development
- plan for auditory, tactile and kinaesthetic experiences where appropriate
- plan for opportunities to learn about the routines and structures of the school and classroom.
- plan to provide opportunities for the student to explore and become familiar with the school environment to maximise independence
- plan to incorporate Curriculum Specific elements related to the needs of students with vision impairment (e.g. communication skills, orientation and mobility, use of specialised technology, use of low vision aids, study and organisational skills, social skills).
- plan to ensure the student's participation and safety on excursions, camps and other learning experiences
- forward plan in collaboration with a secondary student, suitable subject choices and career paths and goals for post-school transition

### **Adjustments in Teaching**

- adjust the amount and complexity of materials and tasks where appropriate
- give clear and concise instructions
- verbalise information being written on the board
- initiate questions directed at the student by firstly stating their name
- adjust student positioning to accommodate for the student's visual range
- alternate near and distance tasks, and reading and writing activities
- Adjust and monitor posture. Students with low vision habitually use a closer working distance. Some students with severe vision impairment may require support to maintain a comfortable and healthy posture for near and distance activities.
- allow the student to preview and/or post view audio visual presentations where appropriate
- provide additional modelling and concrete examples where appropriate
- provide any necessary alternative arrangements/additional supervision for Health and Physical Education classes and practical lessons in Science, Home Economics and Industrial Technology and Design. This does not have to mean a different activity.
- promote student capacity to apply a range of organisational strategies and tools
- apply and incorporate appropriate methodologies to individual student's needs, including those with additional impairments

### **Adjustments in Assessment**

- design tasks which consider the impact of the disability on learning (e.g. concept development and experiential opportunities)
- reducing the quantity of work required, if necessary
- allowing additional time, if necessary
- provide the appropriate format eg large print, Braille
- omit some components and/or provide alternative questions (e.g. highly visual tasks)

- use of a scribe
- allow the student to produce an assignment in an alternative format (eg audio taped)
- record answers on a computer, Braille machine or specialised equipment

### **Adjustments in Reporting**

- adjusted formats to encompass the achievements of the student - for example, some areas on the report card may be not applicable or in some cases additional areas may need to be included
- involve the student in self reporting to families through showing work samples
- digital portfolios

### **Adjustments in Environment**

- Consider possible obstacles to independent mobility when arranging the classroom environment - remember that any changes will have to be explained to the student.
- Provide space to enable work with concrete materials or required technology. Access to power points may need to be considered and any electrical leads safely positioned.
- consider student's needs and preferences when using blackboards/whiteboards
- Specific lighting requirements may need to be considered. Avoid positioning the student facing a glare source
- Consider the student's ergonomic needs in providing appropriate classroom equipment (e.g. slope board, desk/chairs, etc.)
- provide additional storage space for equipment, audio materials
- Consider the documentation of a risk management plan to support access to fire drills, excursions and camps.
- Incorporate within the school's Workplace Health & Safety audit appropriate environmental modifications and adjustments to facilitate safe access and movement (e.g. railings, indicators of level changes, painting of stair edges, adequate provision of covered areas)

### **Adjustments in Resources**

- Source and borrow appropriate available resources (e.g. through local facilities, museums, local libraries, Disability Services Support Unit and other agencies)
- seek training in specific equipment for all relevant staff to ensure continuity of student access to learning
- consider human and material resources already available in the school community
- access community resources in the area

# Strategies to assist students in the classroom with Language Disorders (Expressive and Receptive)

By Carina Cavallaro, Support Class Language Teacher at Daceyville Public School

## In the classroom:

- Provide a variety of **VISUALS**. This can include a daily/weekly schedule so they know what to expect. It doesn't necessarily need to be from Boardmaker, just a symbol and the word is all that is needed, so they can recognise the particular learning activity. Keep a class calendar so they know when special events are coming up. Create a word wall or place of vocabulary building to refer to when needed. These are just some examples of visuals which create places of reference so that the students can use these throughout the day to assist them when they may have forgotten what activity next for example, or how to spell something.
- It is a good strategy that students with language disorders be placed nearby the teacher so the teacher can maintain a line of eye sight to ensure the student is processing important information and not distracted. It is very beneficial for students with Language Disorders to maintain the **5 L's** to assist them with their learning. The 5 L's include:
  1. **Look** – maintain eye contact, to read body language and direct line of sight to any visuals needed when processing information
  2. **Listen** – to the important information
  3. **Lips** – lips are to be closed so they are not tempted to talk and focus on listening to important information
  4. **Legs** – crossed when sitting on the floor, to assist with directing body towards the instruction/ teacher and reduces distractions/movement
  5. **Laps** – hands in lap, to avoid distractions with objects and other people.The 5L's and appropriate **student placement** assist students in focusing on the task of processing information.
- Provide students with **INSTRUCTIONS** that do not contain too many steps, as it is commonly difficult for a student with receptive language to process more than 2 steps and retain all the information at one time. So, if there is a learning experience with a lot of instruction, try and support this with visuals, numbering and repetition of instructions.

A strategy to check to see if the student knows what is required of them is to ask them to repeat what is required of them. This shows if they were able to process all the information in sequential order correctly. If they are having difficulty processing the information you give to the class, then a good strategy is after the whole class instruction, give them only 2 to 3 steps individually (depending on their receptive processing). Then once they have completed those steps, give the next 2 steps etc. This assists them on staying on task and enables you to monitor that they are able to complete the task without difficulty.

- Some learning activities or experiences might need to be **adjusted/modified** to cater for their learning needs and ability. For example they may receive the same homework as the rest of the class, however you want them to focus on their spelling list, journal writing, home reading and maths revision. These adjustments refocus on



the important aspects that will assist them with their learning and not make them overwhelmed by tasks that may be difficult.

**Important aspects to remember when teaching a student with a Language Disorder:**

- **Comprehension** – this is sometimes a difficult aspect. Use strategies like retell and key questioning that check to see if students understand the story whilst reading for example.
- **Vocabulary** – students do not always have the vocabulary to support them, it is important that you build their vocabulary with numerous opportunities for revision to ensure they use the term accurately. Provide a picture with the vocabulary to match, especially for items which might have numerous names or have different meanings. Sometimes students may have word finding difficulty when talking, so assist them in saying the word. This can be in form of giving them the first sound of the word, for example, rather than simply giving them the word instantly you are giving them another opportunity to try and find the word independently or by asking a question about the word, which may assist them in locating the correct term.
- **Talking** – it is important that you assist students in their expressive language. Whilst they are talking always encourage them to talk in a **clear, loud and slow** voice. Say “speak slowly, speak loudly and speak clearly”. This assists in enabling clear communication to avoid possible frustration from misunderstanding. If students are having difficulty using correct tense and phrases for example, correct them by clearly saying the statement or sentence and then getting them to repeat the sentence after you. So we follow attempt, model, and then practice.
- **Listening** – important that the students do their 5L’s to assist them with processing information. Sometimes they may have difficulty with sequencing, so numbering instructions assists them with receptive processing.
- **Writing** – if students can not expressively say a sentence correctly they will have difficulty writing it correctly, so assistance may be required. Students may also experience word finding difficulties (refer to vocabulary). Planning out the order and format of the text will assist students with their writing by clearly assisting with structure and sequence. Brainstorming is also a great strategy to see if they are covering all important aspects and information required in their writing especially with different text types.
- **Social situations** – sometimes social interactions like in the playground at lunch can be difficult to process. It is important that students are supported in learning to read the meaning of body language of their peers and how to respond appropriately in these situations.

If you require any further explanations of the points outlined above or any other information to support former SCL students please contact Carina by email at [carina.cavallaro@det.nsw.edu.au](mailto:carina.cavallaro@det.nsw.edu.au)

# Preparing Student Profiles

## **What is a student profile?**

- A student profile is a resource for teachers that has information that will aid teachers to effectively manage a student in the school
- It is NOT a risk profile

## **Why use a student profile?**

- It is a 1 page “user guide”.
- Allows for consistency across the school.
- Good for casuals and new staff.
- Useful for the next teacher who will teach the student
- It contains all the information a staff member needs in an easy to read format
- Information is easily shared with other staff
- It can be used for a variety of reasons – ASD, Behaviour, Learning Difficulty, Mental Health Disorders (eg anxiety), Hearing, Vision, etc.

## **What information does it contain?**

- Name and age/class
- Student strengths
- Possible issues
- Triggers
- Stress signals
- Support strategies that may work
- Behaviour Motivations
- Other information that is necessary for the management of the student (diagnosis, other supports, SLSO time, etc.)

## **How do I gather the information?**

- Utilise your own observations
- Ask other staff members, who are familiar with the student, for their input
- Have another staff member observe the student in your class
- Talk to the student 1 on 1
- Have a meeting with the parent
- Speak to any specialist services the student is involved with.

## **Developing Support Strategies**

- Strategies that YOU KNOW work for the student and would be important for another staff member to know
- Ask colleagues for strategies
- Refer student to LST
- Parents have strategies that work
- Professionals may be able to assist
- School Counsellor
- ISTB

Individual Learner Profile

Interests And Background	Name:	D.O.B:	Areas of Concern Strategies
	Personality Traits/ Intrapersonal Factors to Consider		
	Learning Behaviours Demonstrated		
Strengths/Abilities		Learning Needs/Specific Strategies	

## MOTIVATION ASSESSMENT SCALE

Name \_\_\_\_\_ Rater \_\_\_\_\_ Date \_\_\_\_\_

Behaviour Description \_\_\_\_\_

Setting Description \_\_\_\_\_

Instructions: The **Motivation Assessment Scale** is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the **Motivation Assessment Scale**, select one behaviour that is of particular interest. It is important that you identify the behaviour very specifically. *Aggressive*, for example, is not as good a description as *hits his sister*. Once you have specified the behaviour to be rated, read each question carefully and circle the one number that best describes your observations of this behaviour

### QUESTIONS

1. Would the behaviour occur continuously, over and over, if this person was left alone for long periods of time (For example, several hours.)
2. Does the behaviour occur following a request to perform a difficult task?
3. Does the behaviour seem to occur in response to your talking to other persons in the room?

### ANSWERS

Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6

4.	Does the behaviour ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
5.	Would the behaviour occur repeatedly, in the same way, for a very long periods of time if no one was around? (For example, or king back and forward for over an hour).	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
6.	Does the behaviour occur when any request is made of this person?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
7.	Does the behaviour occur whenever you stop attending to this person?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
8.	Does the behaviour occur when you take away a favourite toy, food or activity?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
9.	Does it appear to you that this person enjoys performing the behaviour? (eg it feels, tastes, looks, smells and/or sounds pleasing)	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
10.	Does this person seem to do the behaviour to upset or annoy you when you are trying to get him or her to do what you ask?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
11.	Does this person seem to do the behaviour to upset or annoy you when you are not paying attention to him or her (for example, if you are sitting in a separate room, interacting with another person.)	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
12.	Does the behaviour stop occurring shortly after you give this person the toy, food or activity he or she as requested?	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6

13. When the behaviour is occurring, does this person seem unaware of anything else going on around him or her?
- |       |                 |        |                  |         |                  |        |
|-------|-----------------|--------|------------------|---------|------------------|--------|
| Never | Almost<br>Never | Seldom | Half the<br>Time | Usually | Almost<br>Always | Always |
| 0     | 1               | 2      | 3                | 4       | 5                | 6      |
14. Does the behaviour stop occurring shortly after (one to five minutes) you stop working or making demands of this person?
- |       |                 |        |                  |         |                  |        |
|-------|-----------------|--------|------------------|---------|------------------|--------|
| Never | Almost<br>Never | Seldom | Half the<br>Time | Usually | Almost<br>Always | Always |
| 0     | 1               | 2      | 3                | 4       | 5                | 6      |
15. Does this person seem to do the behaviour to get you to spend some time with him or her?
- |       |                 |        |                  |         |                  |        |
|-------|-----------------|--------|------------------|---------|------------------|--------|
| Never | Almost<br>Never | Seldom | Half the<br>Time | Usually | Almost<br>Always | Always |
| 0     | 1               | 2      | 3                | 4       | 5                | 6      |
16. Does the behaviour seem to occur when this person has been told that he or she can't do something he or she had wanted to do?
- |       |                 |        |                  |         |                  |        |
|-------|-----------------|--------|------------------|---------|------------------|--------|
| Never | Almost<br>Never | Seldom | Half the<br>Time | Usually | Almost<br>Always | Always |
| 0     | 1               | 2      | 3                | 4       | 5                | 6      |

---

Sensory	Escape	Attention	Tangible
---------	--------	-----------	----------

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |

Total score = \_\_\_\_\_

Mean score = \_\_\_\_\_

Relative ranking = \_\_\_\_\_

## Respondent Information

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Sex M F IEP Y N  
Teacher \_\_\_\_\_ School \_\_\_\_\_  
Telephone \_\_\_\_\_ Date \_\_\_\_\_

STUDENT BEHAVIOUR: Please briefly describe the problem behaviour(s)

**DIRECTIONS:** Keeping in mind a typical episode of the problem behaviour, circle the frequency at which each of the following statements are true.

	PERCENT OF THE TIME						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behaviour occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behaviour occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behaviour do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behaviour occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behaviour more likely to occur following a conflict outside the classroom? (eg: bus line up)	0	1	2	3	4	5	6
6. Does the problem behaviour occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behaviour occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behaviour more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behaviour occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behaviour stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behaviour stop when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behaviour do you provide one-on-one instruction to get student back on task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behaviour if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behaviour, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behaviour more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

## PROBLEM BEHAVIOUR QUESTIONNAIRE PROFILE

Student \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS						ADULTS						SETTING EVENTS		
Escape			Attention			Escape			Attention					
<b>3</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>15</b>
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOUR



## Behaviour Profile

This section is to be completed by the teacher requesting behaviour management strategies for a particular student from another staff member.

Student:..... <sup>1</sup> .....	Teacher:.....	Date: .....				
Behaviour causing concern	Frequency		Intensity			
	Rarely	Sometimes	Often	1 - Mild	2 - Severe	3 - Extreme
Refusal to follow instructions						
Non compliance						
Off task						
Set task not completed						
Leaves seat						
Late to class						
Truancy						
Refusal to participate in lessons						
Fails to bring adequate equipment						
Leaves class without permission						
Fails to complete homework/assignments						
Inappropriate noises						
Calls out constantly						
Disrupts others						
Refuses to accept responsibility for behaviour						
Inappropriate language						
Disrespectful to others						
Attention seeking behaviour						
Aggressive towards peers						
Aggressive towards staff						
Steals						
Lies/ exaggerates						
Destroys own property						
Destroys school property						
Inappropriate touching of peers						
Lacks friends						
Inappropriate social responses						
Withdrawn						
Complains / blames others						
Argues						

<sup>1</sup> Corinne Feldmann APB Sydney Region

## Behaviour Profile

This section needs to be completed by the teacher from whom advice is sought. This would be the staff member with the best relationship with the referred student.

Name: ..... Relationship to student: .....

I have found the following strategies to be the most effective with the referred student:

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Positive Relationship     | <input type="checkbox"/> Praise               | <input type="checkbox"/> Acknowledgement  | <input type="checkbox"/> Encouragement                    |
| <input type="checkbox"/> Peer Recognition          | <input type="checkbox"/> Teacher Recognition  | <input type="checkbox"/> Feedback         | <input type="checkbox"/> Debriefing                       |
| <input type="checkbox"/> Sense of humour           | <input type="checkbox"/> Withdrawal           | <input type="checkbox"/> Isolation        | <input type="checkbox"/> Revision of rules & consequences |
| <input type="checkbox"/> Modified task or activity | <input type="checkbox"/> Simple instructions  | <input type="checkbox"/> seating plan     | <input type="checkbox"/> Firm boundaries                  |
| <input type="checkbox"/> Proximity                 | <input type="checkbox"/> Redirection          | <input type="checkbox"/> Visual cues      | <input type="checkbox"/> Teaching required skill          |
| <input type="checkbox"/> Take up time              | <input type="checkbox"/> Structure / routine  | <input type="checkbox"/> Quiet time       | <input type="checkbox"/> Referral to other teacher        |
| <input type="checkbox"/> Letter home               | <input type="checkbox"/> Phone parent / carer | <input type="checkbox"/> Parent interview | <input type="checkbox"/> Suspensions                      |
| <input type="checkbox"/> Behaviour card            |   |   |   |

I found the referred students learning style to be:

- |                                  |  |  |                                  |
|----------------------------------|--|--|----------------------------------|
| <input type="checkbox"/> Logical | <input type="checkbox"/> Interpersonal | <input type="checkbox"/> Kinaesthetic  | <input type="checkbox"/> Musical |
| <input type="checkbox"/> Spatial | <input type="checkbox"/> Verbal        | <input type="checkbox"/> Intrapersonal |                                  |

I used the following classroom management strategies

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Good working space       | <input type="checkbox"/> Distracters' minimised | <input type="checkbox"/> Good acoustics                   | <input type="checkbox"/> Good ventilation / heating |
| <input type="checkbox"/> Rules & Consequences     | <input type="checkbox"/> Group work             | <input type="checkbox"/> Flexible teacher positioning     | <input type="checkbox"/> Eye contact                |
| <input type="checkbox"/> Role modelling behaviour | <input type="checkbox"/> Behaviour goalsset     | <input type="checkbox"/> Processing time for instructions | <input type="checkbox"/> Voice modulation           |
| <input type="checkbox"/> Clear communication      | <input type="checkbox"/> Student empowerment    | <input type="checkbox"/> Building student responsibility  | <input type="checkbox"/> Fun                        |

## ISTB ASSESSMENT: CLASSROOM OBSERVATION

Client: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Mins	On Task	Calls Out	Teacher 1-1	Out of Seat	Interaction with Peers		Comments
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
%							

## A-B-C Chart

Student's name: \_\_\_\_\_ School/site: \_\_\_\_\_

Observed from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_ Completed by: \_\_\_\_\_

Behavior of concern: (be specific and clear) \_\_\_\_\_

Date/Start & end time	A=Antecedent: Location, activity, people, etc.	B=Behavior What did the child do?	C=Consequence What happened after the behavior	Observer Initials

### Functional Behavioural Assessment Interview –Teachers/Staff

**Interviewer**

RESEARCH REPORTS ON THE EFFECTS OF THE 2008-2009 ECONOMIC CRISIS ON THE WELL-BEING OF THE POPULATION IN THE EUROPEAN UNION

### Description of the Behaviour

What does the problem behaviour(s) look like?

How often does the problem behaviour(s) occur?

How long does the problem behaviour(s) last when it does occur?

How disruptive or dangerous is the problem behaviour(s)?

### When, where, and with whom are problem behaviours most likely?

[illegible]

### Summarize **A**ntecedent (and Setting Events)

**What situations seem to set off the problem behaviour?** (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

**When is the problem behaviour most likely to occur?** (times of day and days of the week)

**When is the problem behaviour least likely to occur?** (times of day and days of the week)

**Setting Events:** Are there specific conditions, events, or activities that make the problem behaviour worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

### Description of the **C**onsequence

**What usually happens after the behaviour occurs?** (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

----- End of Interview -----

### STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behaviour	Consequence
		1.	
		2.	

### Function of the Behaviour

**For each ABC sequence listed above, why do you think the behaviour is occurring?** (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_

**How confident are you that your testable explanation is accurate?**

Very sure		So-so		Not at all
6	5	4	3	2 1

## Functional Behavioural Assessment Interview – Students

Student Name \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Interviewer** \_\_\_\_\_

**Student Profile:** What are things that you like to do, or do well, while at school? (E.g. activities, classes, helping others, etc.) \_\_\_\_\_

## STEP 1: INTERVIEW STUDENT

### Description of the Behaviour

What are some things you do that get you in trouble or that are a problem at school? (e.g. talking out, not getting work done, fighting, etc.)

How often do you \_\_\_\_\_? ( Insert the behaviour listed by the student)

How long does \_\_\_\_\_ usually last each time it happens?

**How serious is \_\_\_\_\_?** (Do you or another student end up getting hurt? Are other students distracted?)

### Description of the Antecedent

**Where, when and with whom are problem behaviours most likely?**

[illegible]

### Summarize **A**ntecedent (and Setting Events)

What kind of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)

When is the problem behaviour least likely to occur? (days of week, specific classes, hallways, bathrooms)

**Setting Events:** Is there anything that happens before or after school or in-between classes that make it more likely that you'll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

### Description of the **C**onsequence

What usually happens after the problem occurs? (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

----- End of Interview -----

### STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behaviour	Consequence
		1.	
		2.	
		3.	

### Function of the Behaviour

For each ABC sequence listed above, why do you think the behaviour is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? (Y/N)

(a) Setting Events \_\_\_\_ (b) Antecedents \_\_\_\_ (c) Behaviours \_\_\_\_ (d) Consequences \_\_\_\_ (e) Function \_\_\_\_

How confident are you that your testable explanation is accurate?

Very sure

So-so

Not at all

6

5

4

3

2

1

### STEP 4: CONDUCT OBSERVATIONS (IF NECESSARY)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement you must conduct an observation of student
- If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4 you should conduct observations to better understand when, where, and why the problem behaviour is occurring.
- If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6

#### Summarize Observation Data

Setting Event	Antecedent	Behaviour	Consequence
		1.	
		2.	
		3.	

#### Function of the Behaviour

For each ABC sequence listed above, why do you think the behaviour is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1.

2.

3.

### STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION

Was there agreement between the Teacher Interview and the Observation? Y/N

a) Setting Events \_\_\_\_ (b) Antecedents \_\_\_\_ (c) Behaviours \_\_\_\_ (d) Consequences \_\_\_\_ (e) Function \_\_\_\_

Was there agreement between the Student Interview and the Observation? Y/N

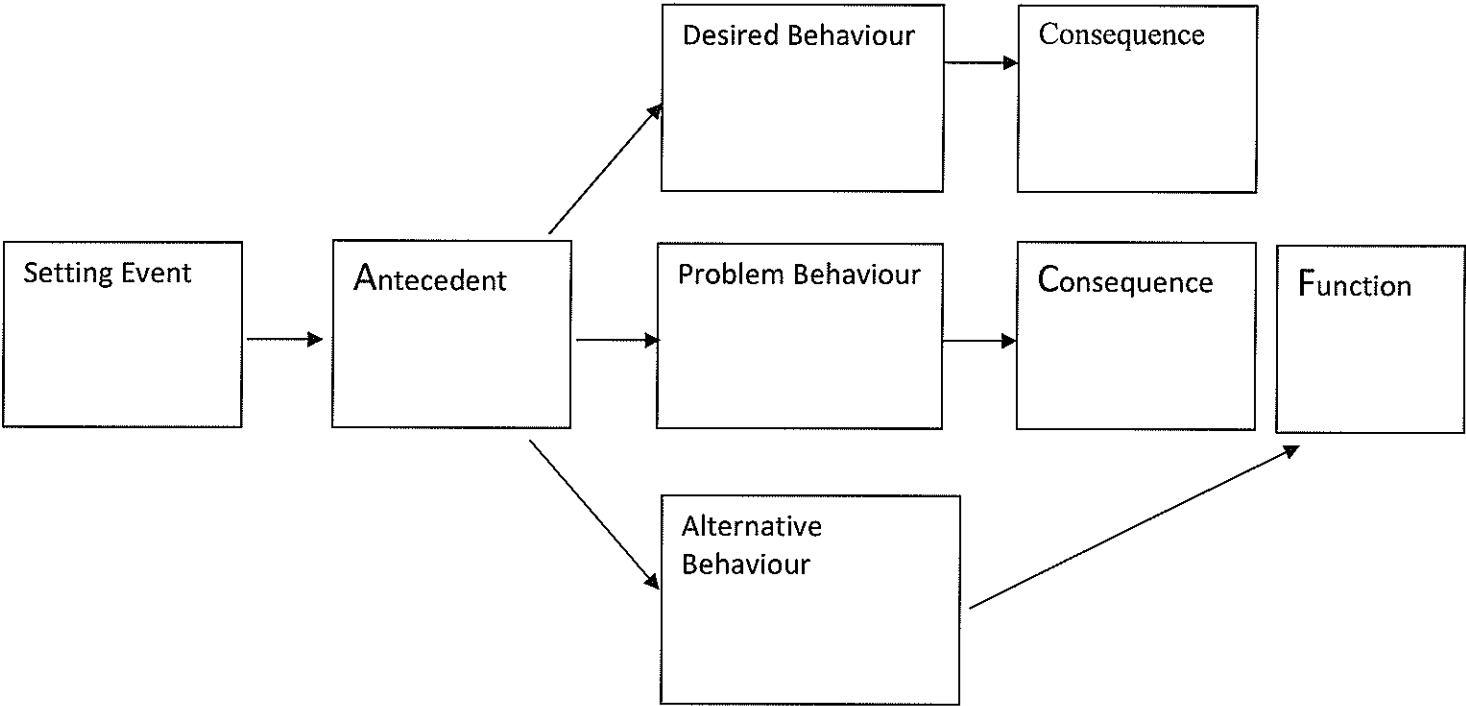
a) Setting Events \_\_\_\_ (b) Antecedents \_\_\_\_ (c) Behaviours \_\_\_\_ (d) Consequences \_\_\_\_ (e) Function \_\_\_\_

Based on the interviews and observations, what is your working testable explanation for why the problem behaviour occurs?

---

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STEP 6: BUILD A COMPETING BEHAVIOUR PATHWAY



Setting Event Strategies	Antecedent Strategies	Behaviour Teaching Strategies	Consequence Strategies

### STEP 7: SELECT INITIAL INTERVENTION STRATEGIES

Tasks	Person Responsible	By When	Review Date	Evaluation Decision <ul style="list-style-type: none"><li>• Monitor</li><li>• Modify</li><li>• Discontinue</li></ul>

\*If emergency behaviour management procedures are necessary, attach crisis plan as separate sheet.

## STEP 8: EVALUATE PLAN

**Behavioural Goal** (Use specific, observable, measurable descriptions of goal)

<p>What is the short-term behavioural goal?</p> <p>_____ Expected date</p> <p>What is the long-term behavioural goal?</p>
---

### Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline

**Plan review date:** \_\_\_\_\_

We agree to the conditions of this plan:

\_\_\_\_\_  
Student (date)

\_\_\_\_\_  
Parent or guardian (date)

\_\_\_\_\_  
Teacher (date)

\_\_\_\_\_  
Teacher (date)

\_\_\_\_\_  
Action Team member (date)

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Action Team member (date)

## IEPs on Behaviour

Individual Education Plans are intended for use with children and young people who have complex needs, which are not adequately catered for by the normal processes within the school. This includes complex emotional and behavioural problems.

### **Some characteristics of useful behavioural IEPs**

- They are rooted in the planning for all pupils within the class.
- They describe 'extra or different' provision which is additional to that made for others.
- They are positive in tone and recognise pupil strengths.
- They emphasise 'social learning'.
- They seek to harness available resources so that educational effort is coordinated and focused towards the attainment of relevant, achievable targets.
- They reflect active involvement of pupil and parent.
- They are understood by all involved.
- They address agreed priorities.
- They are based on an assessment of pupil progress.
- They seek to move the pupil from what s/he can do to what is expected.
- They link termly targets to long term objectives.
- They are regularly reviewed and adjusted accordingly.
- They recognise that new behaviours need to be consolidated and generalised.

### **Identifying Priorities**

The obvious starting point is to identify *those behaviours which:*

- are causing most disruption in class;
- are causing most distress to other children and adults in the school;
- are causing distress to, or inhibiting the learning of, the pupil in question.

The behaviours should be *described in terms of:*

- what the child actually does;
- the context in which the behaviour occurs;
- the consequences of the behaviour.

The reason for doing this is that there are *two main ways of modifying behaviour:*

- to change the circumstances in which the behaviour occurs;
- to provide the child with incentives for behaving differently.

### **Considering The Context**

Ensure that the child knows the rule governing the behaviour you are concerned with. Many rules are implicit rather than explicitly stated and, with young children in particular, it should not be assumed that they are clear about the rule. *Behaviour problems will be minimised in circumstances where the expectations are clear, other pupils are behaving well and are encouraged and rewarded for doing so.* In order to achieve this:

- ensure that rules governing acceptable behaviour are regularly stated to all pupils together with reasons for their existence - classroom routines should reflect the rules;
- ensure that rules are being internalised and acted upon by being consistent about reinforcing them (if, for example, the stated classroom routine is for

children to put up their hand when they want attention, it is important to ensure that children do not have more success by calling out);

- ensure that positive examples are presented by regularly rewarding children for following rules of good behaviour.

Consider other *factors that affect behaviour* such as:

- classroom organisation;
- the tasks set;
- the influence of other children;
- parents' views.

### **Establish a baseline**

Try to *quantify the behaviour* in some way, e.g., by counting how often it occurs in a day or a particular part of the day. This provides:

- a way of checking that you have described the behaviour sufficiently well to respond to it consistently;
- a clarification of the size of the problem that can be easily communicated to others;
- a basis for assessing improvement;
- a basis for setting achievable targets.

Instead of assessing the frequency of the behaviour it might be appropriate to measure its duration or severity. In the latter case it will be particularly important to use precise descriptions of what occurs.

### **Implementing an individual programme**

Try to *set targets that are achievable within a term*. Often you will not expect to eliminate a problem behaviour altogether but you may set a target for reducing its frequency. With other problem behaviours you may be seeking to reduce their severity or duration. Write your targets on the left side of the IEP form.

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When deciding on the approach you will take to try and achieve the targets you have listed, remember to consider both *context* and *consequences*.

Clearly if you can reduce a problem simply by changing seating arrangements or by getting a parent to ensure that unwanted objects are not brought into school, this kind of *contextual change* may be the easiest to achieve and the least time consuming.

In *changing the consequences* of a behaviour you may consider a points or token system to provide an incentive for change but it is important not to overlook the power of selective attention and praise. Wherever possible involve the child's parents and try to give them the positive role of providing rewards so that their co-operation is maintained.

### **Reviewing Progress**

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If you have provided a baseline assessment of the frequency, severity or duration of the behaviour and have set clear targets for improvement it will be relatively easy to assess whether you have made progress and have achieved your targets. Where targets have been achieved, new ones can be set. When they have not it will be necessary to consider whether you need:

- more time
- smaller steps
- a change of context

- different rewards
- a reconsideration of the priorities to be worked on.

### **Evaluating SEN/STEP forms**

Individual education Plans are of no value if they are simply paper exercises which do not provide a clear guide to action and assist in monitoring and reviewing progress. They should therefore reflect the thought processes that need to be gone through in order to address the problems they designed to deal with. In particular it is helpful to ask the following questions:

- Has basic information concerning the pupil's attendance, hearing and vision been obtained and considered?
- Are targets SMART so that it is clear to everyone when they have been achieved?
- Do targets show progression from term to term?
- Are more than 50% of targets achieved?
- Are targets reviewed and reviews clearly summarised?
- Are the outcomes of the review reflected in the targets on the subsequent IEP?
- Are parent's views sought and reflected in plans/reviews?
- Are pupil's views sought and reflected in plans/reviews?

Example IEPs for primary and secondary schools are provided in this section of the Handbook. In each case there are two consecutive IEPs separated by a review in order to demonstrate progression. They are based on real examples.

## Features of effective Individual Behaviour Management Plans

### S<sub>pecific</sub>

- must relate to individual needs
- targets need to be specific

### M<sub>easurable</sub>

- set a baseline from which to begin
- targets should include a criteria for success so that everyone knows when success is achieved

### A<sub>chievable</sub>

- should be based on small, graded steps in order to ensure success
- should build on what student can already do

### R<sub>elevant</sub>

- should relate to student's interests and motivation
- consult with student when planning program
- consult/inform parents and staff

### T<sub>ime-limited</sub>

- plan regular review (2-5 weeks)



**BEHAVIOUR MANAGEMENT PLAN**

Name:		Year:	Date:	Teacher:	
Target Behaviours:					
Challenging Behaviour	Possible Triggers for Challenging Behaviour	Possible Function	Management Strategies	Review Date	

# Behaviour Management Plan

Name:

Year:

Targets	Baseline Data	Triggers/ Purpose	Daily Action Strategies	Long Term Strategies	Evaluation/ Assessment	Review Date

# Behaviour Support Plan Review

Name:

Year:

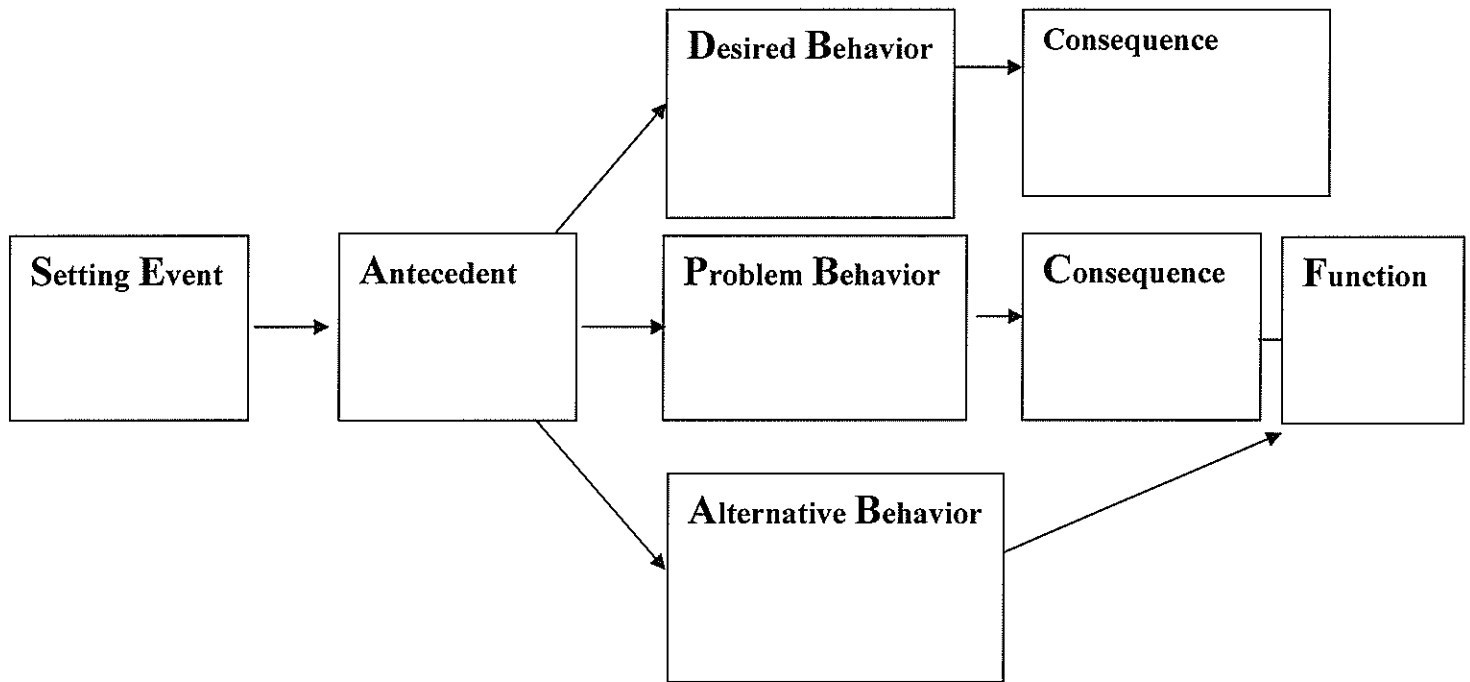
Date Of Review:

Targets	Baseline Data Reflections	Evaluations and Achievements	Future Action

Student Name: \_\_\_\_\_

**PART FOUR**

**BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY**



*(Make problem behavior irrelevant)*

*(Make problem behavior inefficient)*

*(Make problem behavior ineffective)*

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

## BEHAVIOR SUPPORT PLAN: ACTION PLAN

Tasks	Person Responsible	By When	Review Date	Evaluation Decision • Monitor • Modify • Discontinue
<p><b><u>Prevention:</u></b> Make problem behavior irrelevant (environmental redesign)</p>				
<p><b><u>Teaching:</u></b> Make problem behavior inefficient (teach new skills)</p>				—
<p><b><u>Extinction:</u></b> Make problem behavior ineffective (minimize reward for problem behavior)</p>				
<p><b><u>Reinforcement:</u></b> Make desired behavior more rewarding.</p>				
<p><b><u>Punishment:</u></b> Socially appropriate, aversive event delivered contingent upon problem behavior (only used if needed)</p>				
<p><b><u>Safety:</u></b> Ensure safety of all (what to do in dangerous situations) (if needed)</p>				

\*If emergency behavior management procedures are necessary, attach safety plan as separate sheet.

## BEHAVIOR SUPPORT PLAN: EVALUATE PLAN

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**Behavioral Goal** (Use specific, observable, measurable descriptions of goal)

**What is the short-term behavioral goal?**

**Expected date:**

**What is the long-term behavioral goal?**

**Expected date:**

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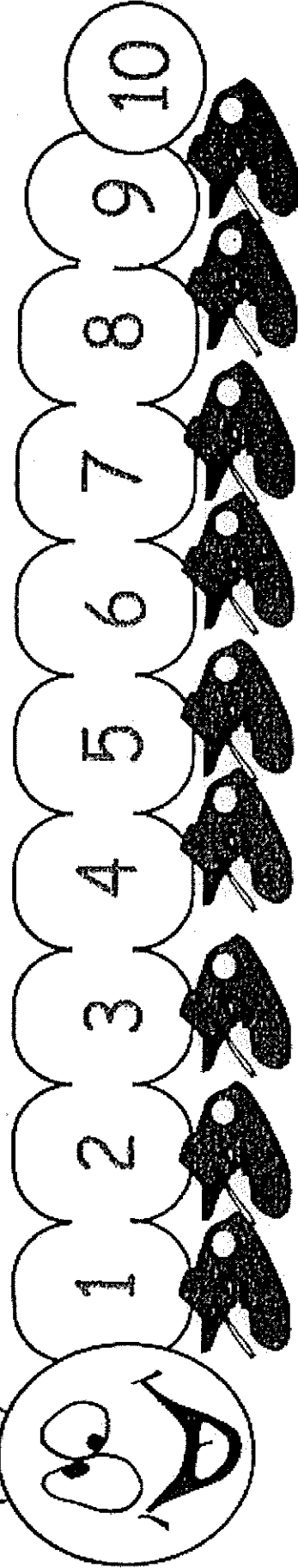
### Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented?			
Is Plan Making a Difference?			

**Plan review date:**



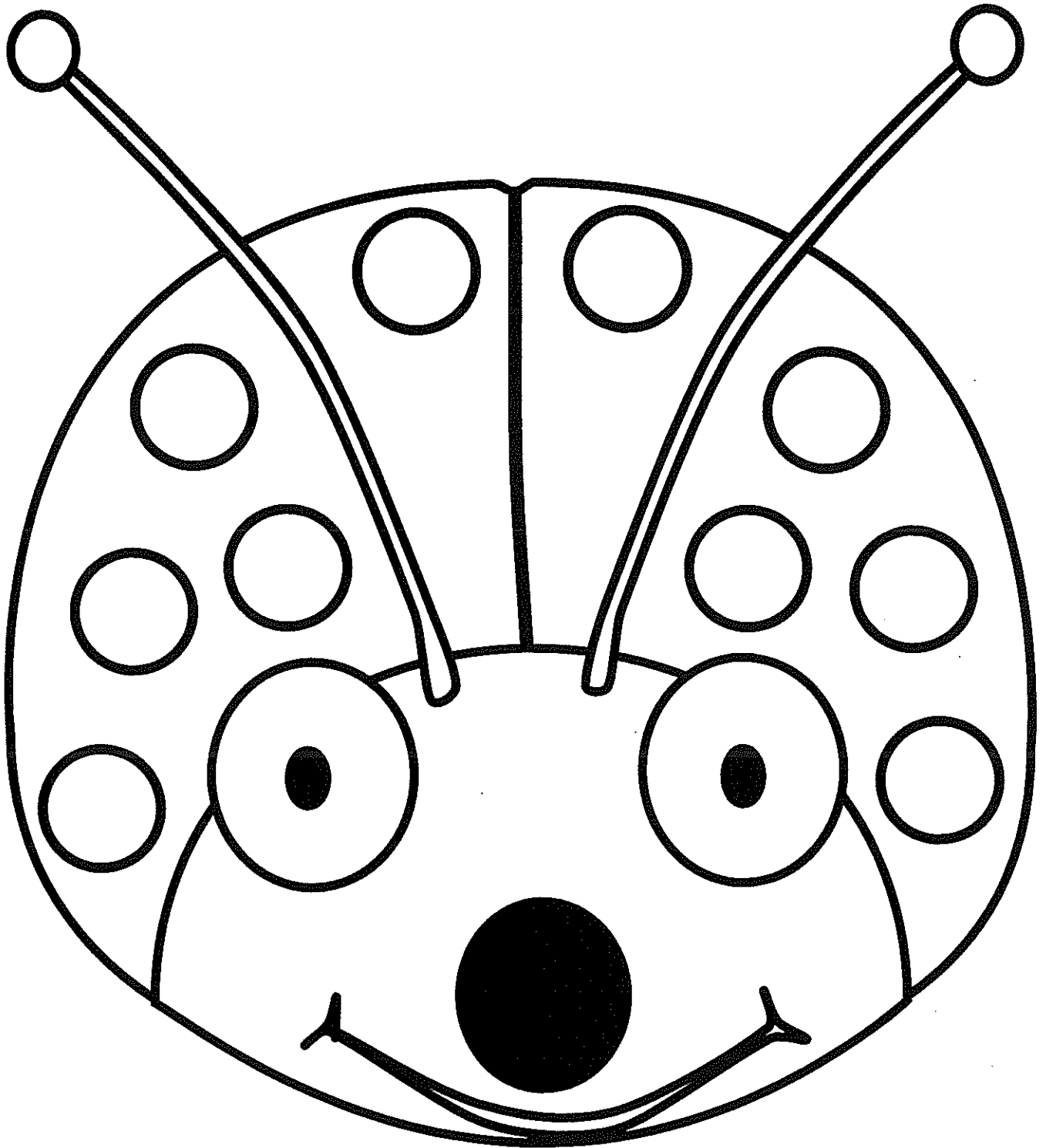
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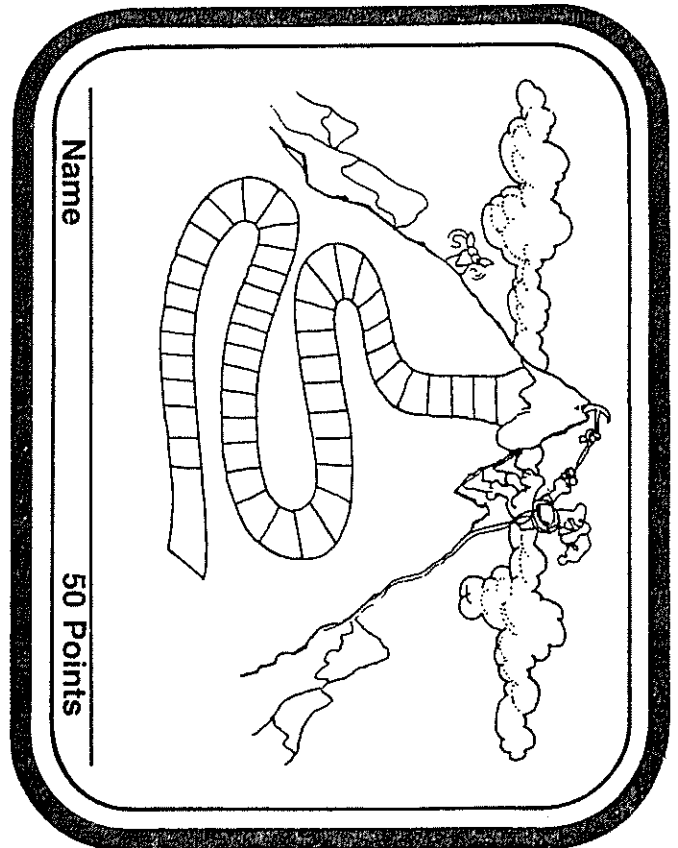
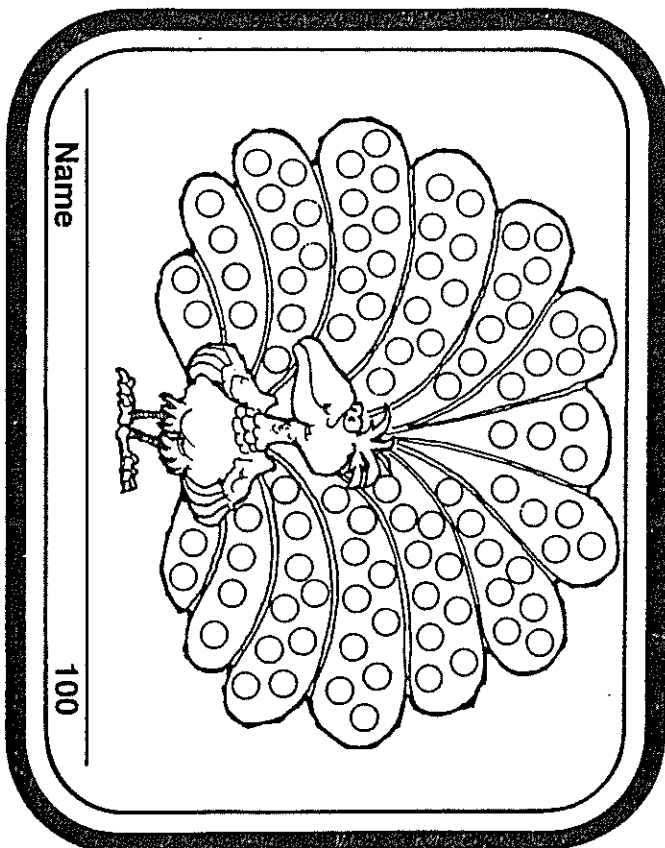
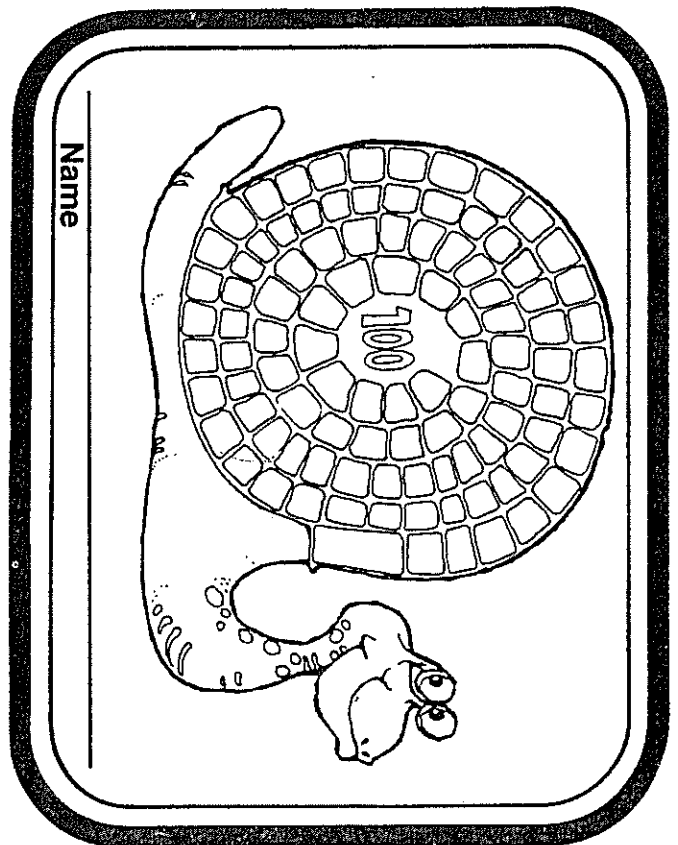
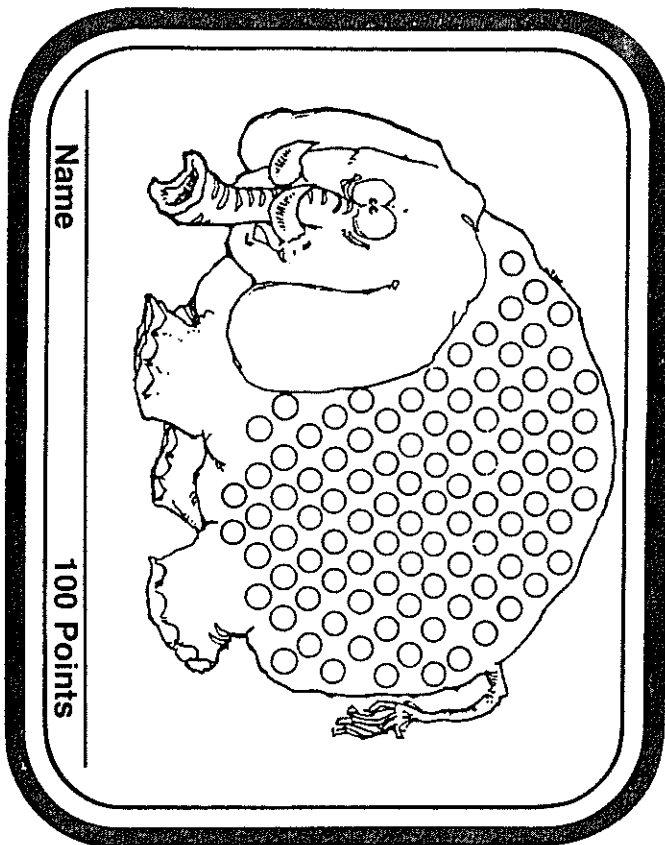
I am trying really hard !

# My sticker chart

Collect 10 stickers and fill the ladybird's spots!





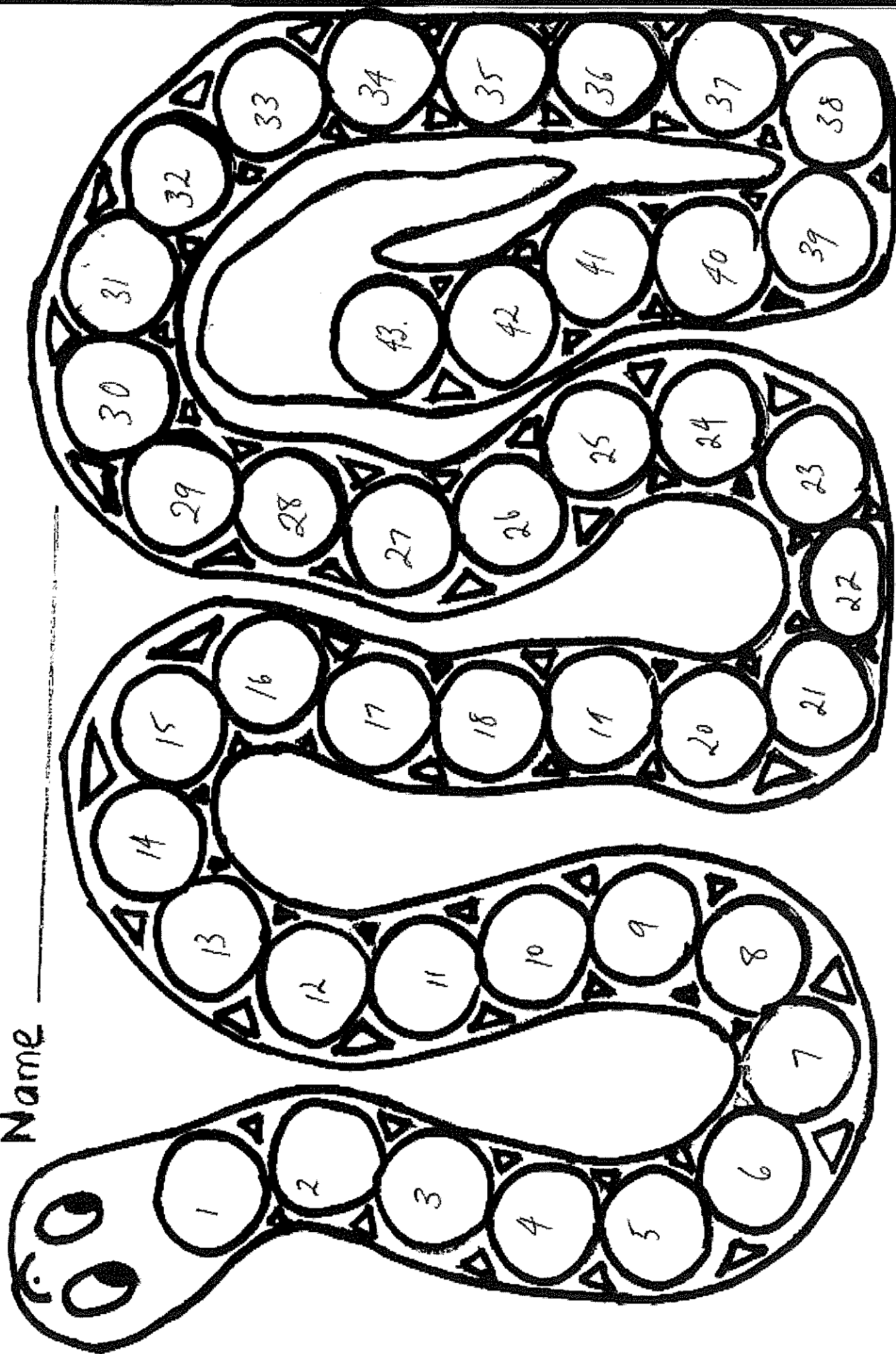


Each of these drawings can be used to record points or to count positive behaviors.

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